DOCUMENT RESUME

ED 123 460 CE 007 206

AUTHOR Hooper, Rosemary
TITLE From Little Acorns...Self Awareness Activity for Junior High and High School Students.
INSTITUTION Westside Area Career/Occupation Project, Glendale, Ariz.
PUB DATE 76
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Career Education; *Junior High Schools; *Learning Activities; Secondary Education; Self Actualization; *Self Concept; *Self Evaluation; *Senior High Schools; Study Guides; Values

ABSTRACT

The document contains nine self awareness activities designed to precede or accompany typical career awareness activities in the junior high school and high school curricula. Four objectives for the career education goal of self awareness are stated. The activities require little or no materials, media, or advance preparation. Purposes and procedures are listed for each activity, and for some, examples and variations are also given. Space is provided after each activity for the student to record the date and rate the activity. The titles of the learning activities are: Values Choosing, Personal Coat of Arms, I Learned That..., -ing Name Tags, Pie of Life, Life Line, Accent on Listening, Voting, and Labeling. (Author/MS)

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Self Awareness Activity for Junior High & High School Students

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NATIONAL INSTITUTE OF EDUCATION

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Self Awareness Activity for Junior High & High School Students

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ROSEMARY HOOPER
WACOP CONSULTANT

SELF AWARENESS

Before a student can begin successfully identifying career goals for himself he must be aware of his own limitations and abilities as they relate to his interests and ambitions.

Based on the above premise, I've gathered together a number of self awareness activities that I believe should precede or accompany the typical career awareness activities that have become an integral part of the curriculum.

These activities require little or no materials, media or advance preparation, yet are extremely relevant. WACOP has excellent materials to extend the concepts explored in these activities. Please call 939-1473 if you'd like to schedule media.

Sincerely,

Rosemary Hooper

Rosemary Hooper
WACOP Consultant

CAREER EDUCATION GOAL: S

The student will understar
his own uniqueness as the
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The student will learn to
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The student will learn abo
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CAREER EDUCATION GOAL: Self Awareness

The student will understand, accept and respect his own uniqueness as the result of learning, growth and maturation.

The student will learn to establish, although tenative, personally relevant goals.

The student will learn about himself in relation to his culture through understanding and experiencing roles.

The student will understand that he has responsibilities to himself and others.

WACOP MEDIA CENTER
6836 N. 58th Drive
Glendale, AZ 85301
939-1473

The following activities were gathered from many workshop experiences and include the work of Sid Simon and Willian Glasser.

CONTENTS

1. Values Choosing
2. Personal Coat of Arms
3. I Learned That . . .
4. Ing/Name Tags
5. Pie of Life
6. Life Line
7. Accent on Listening
8. Voting
9. Labeling

V A L U E S

Purpose: To help students recogn
make everyday are based
clarify some of these.

How-To: Participants as a group
of the room and divide
two sides of an issue o
reassemble after a head

Examples: Would you rather be a C
Would you rather be a d
not war issues!)?
Would you rather be bli
Would you rather live o
Would you rather have a
Are you more of a loner
Are you more of a saver
Are you more like a tea
Are you more of a leade
Are you more like "A st
or "Better late tha

I TRIED THIS ONE ON: ____

RATING:

VALUES CHOOSING

Purpose: To help students recognize that decisions we make everyday are based on values and to clarify some of these.

How-To: Participants as a group stand in the middle of the room and divide as they choose between two sides of an issue or question. They reassemble after a head-count.

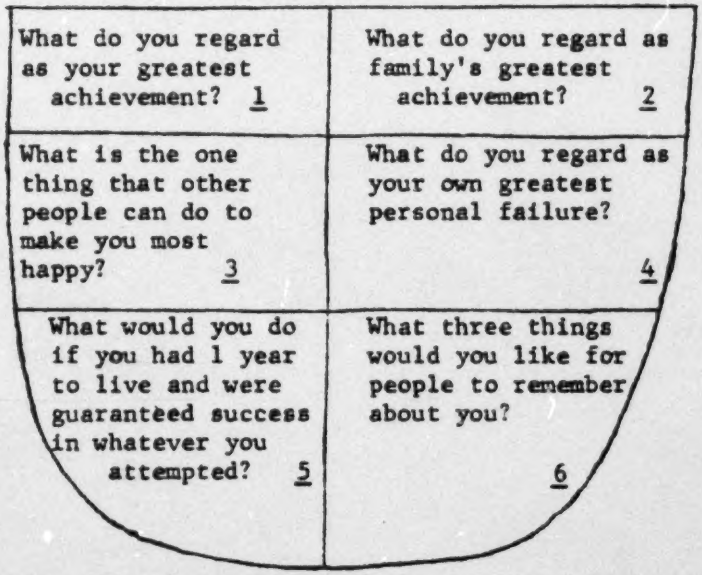
Examples: Would you rather be a Cadillac or a VW?
Would you rather be a dove or a hawk (birds, not war issues!)?
Would you rather be blind or deaf?
Would you rather live on a farm or in the city?
Would you rather have a cat or a dog?
Are you more of a loner or a grouper?
Are you more of a saver or a spender?
Are you more like a teacher or a student?
Are you more of a leader or a follower?
Are you more like "A stick in time saves nine?" or "Better late than never"

I TRIED THIS ONE ON: _____
(date)

RATING:

PERSONAL COAT OF ARMS

Purpose: An enjoyable way for students to realize which desirable qualities they would like to be associated with.


What do you regard as your greatest achievement? 1
What do you regard as family's greatest achievement? 2
What is the one thing that other people can do to make you most happy? 3
What do you regard as your own greatest personal failure? 4
What would you do if you had 1 year to live and were guaranteed success in whatever you attempted? 5
What three things would you like for people to remember about you? 6

How-To: On a large piece of paper or cardboard, copy the Coat of Arms shown. In the appropriate areas of your Coat of Arms, answer the questions, not in words but pictures. The drawings may be simple, as long as they mean something to you, as long as you know what they express. You may want to make a collage, using magazine pictures.

Variation:

1. What is something you are striving to become?
2. Draw 3 things you are good at.
3. A personal motto: words to live by.
4. What material possession means most to you?

Students may share their Coat of Arms with a group, a partner or simply display.

I TRIED THIS ONE ON: _____
(date)

RATING:

"I LEARNED T

Purpose: To help students ver
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about or realized ab
that day or week. B
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How-To: Can be used as an op
the end of the day,
meeting or as a free
"scribble" bulletin

Use sentences such a
"I learned that
"I realized tha
"I discovered t
"I remembered t
"Sometimes I wo

These are to be thin
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or play ground games

Example: "I learned
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This last one deals
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I TRIED THIS ONE ON: _

RATING:

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"I LEARNED THAT..."

Purpose: To help students verbalize and think about consciously those things that they learned about or realized about someone or something that day or week. Bring to the conscious level some thoughts that could be discussed in class as a starting point to a values lesson.

How-To: Can be used as an open-ended conversation at the end of the day, at the beginning of a meeting or as a free-writing exercise or a "scribble" bulletin board.

Use sentences such as:
"I learned that..."
"I realized that..."
"I discovered that..."
"I remembered that..."
"Sometimes I wonder..."

These are to be things that concern our relationships with other people - not school work or play ground games.

Example: "I learned that Jack really is a neat guy"

"I discovered that I really could do that social studies assignment if I only worked at it."

This last one deals with the student's reaction to an assignment, NOT the assignment itself (as in, "I learned that Brazil is in So. Am.")

I TRIED THIS ONE ON: _____
(date)

RATING:

-I N G N A M E T A G S

Purpose: Participants will look more closely at who they are, recognize some of their unique characteristics, and publicly affirm these aspects of themselves. It is an easy way to help a new group - no matter how large - relax a bit and begin to get acquainted.

How-To: The leader gives each participant a 3 x 5 index card. He asks each one to write his first name at the top of the card in large letters. Then they are to write 5 or 6 words ending in "ing" which tell something about who they are (piano-playing, reading fun loving, fighting, baseball playing, etc.)

Then the participants turn over their cards and write their names again on the other side. This time they write 5 or 6 words that report specific facts or statistics - about themselves. (addresses, phone number, height, number of brothers, place of employment, etc.)

When both sides are complete, the leader asks participants to choose the side they will expose to the group. Participants fasten their tags to their clothes.

Leader asks everyone to get up and mill about the room in random fashion, reading each others name tags, looking at clothes, eyes, faces; shaking hands and asking questions if they feel like it. Of course the leader participates, too.

Variations:

Instead of - ing words, other stems which can be used are:

- able (reasonab lovable)
- ful (trustful,
- ist (optimist,
- less (careless hopeless)

Note: Encourage participa up own words or mod might want to add a a hero, their favor

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I TRIED THIS ACTIVITY ON:

RATING:

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her stems which can

be used are:

- able (reasonable, breakable, improvable, lovable)
- ful (trustful, wasteful, angerful)
- ist (optimist, botonist, cyclist, realist)
- less (careless, penniless, errorless, hopeless)

Note: Encourage participants to feel free to make up own words or modify words . . . or they might want to add additional information like - a hero, their favorite place to visit, etc.

I TRIED THIS ACTIVITY ON: _____
(date)

RATING:

THE PIE OF LIFE

Purpose: An inventory strategy to help students determine how they actually spend their lives; how they slice it into expenditures of time, money and energy. How we live our lives is determined by what we do more than what we say.

How-To: Teacher draws a large circle on the board and explains.

This circle represents a segment of your life, how you use a typical day. Divide your circle or pie into 4 quarters using dotted lines. Each slice represents 6 hours if the whole pie is a day or 24 hours. Now at the bottom of your paper estimate how many hours you spend on each of the following activities during a typical day:

1. On sleep.
2. On school.
3. At work, on the job.
4. At work that you take home.
5. With friends.
6. Alone, with a hobby, reading or watching TV.
7. On chores around the house.
8. With family, including mealtimes.
9. On miscellaneous other pastime.

Your estimates won't be exact but should add up to 24, the number of hours in everyone's day. Draw slices in your pie to represent proportionalely the part of the day you spend on each category.

Discussion: Look at your pie and consider:

1. Are you satisfied with the relative sizes of your slices?
2. Ideally, how big would you want each slice to be?
3. Realistically, do to begin to of your slices?
4. Can you identi your pie?

Follow Up Ideas:

1. Students can t for exsmple an down the time (The whole pie a typical day)
2. Make a pie on a pie of the b papers you rea
3. Rate the portio neutral or low individual.

I TRIED THIS ONE ON: ___

RATING:

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3. Realistically, is there anything you can do to begin to change the size of some of your slices!
4. Can you identify 3 steps towards changing your pie?

Follow Up Ideas:

1. Students can take any one segment, <u>school</u> for example and make another pie to break down the time spent in that category. (The whole pie might equal 6 hours - plot a typical day).
2. Make a pie on money spent over one week; a pie of the books, magazines and newspapers you read; TV programs you watch.
3. Rate the portions of your pie as to high, neutral or low interest for you as an individual.

I TRIED THIS ONE ON: _____
(date)

RATING:

VOTING

Purpose: Voting provides a simple and very rapid means by which every student in the class can make a public affirmation on a variety of values issues. It develops the realization that others often see issues quite different than we ourselves do and legitimizes that important fact.

How-To: Leader reads each statement and students answer without words by signaling: thumbs up = yes, thumbs down = no, arms folded = non-commitment or don't know. Participation is voluntary-each individual may exercise the freedom to pass. The leader agrees that he will answer any question that he asks of the group.

Examples: Preface each of the following with the statement, "How many of you....."

Think teenagers should be able to choose their own clothes?
Will raise your own children more strictly than you were raised?
Watch TV more than 3 hours per day?
Think the most qualified person usually wins in school elections?
Think there are times when cheating could be justified?
Could tell somebody they have bad breath?
Think going steady is important in order to achieve social success?

Have ever felt lonely in a crowd?
Have a favorite hobby or pastime?
Think that women should stay home and be wives and mothers, without a career?
Think most students feel free to talk with their teachers?
Have ever been hurt by a friend?

Have ever hurt a friend?
Think you are a well organiz
Spend less than $5 for Chris
Like to make your Christmas
Like to read the comics firs
paper?
Have ever signed a petition?
Are willing to admit when yo

Discussion: Can take place on a
to explore further.

Students may wish to write t
slip of paper, put in a voti
the next session:

Examples of voting ideas contrib
6th grade class

Like to eat out?
Would rather stay home and w
If you ha 3 wishes would wi
Would like to go back to the
in order to help solve the e
Like to snack on sweets afte
Brush your teeth 2 or more t
Would like to have Christma
Want to be a special person?
Wish that dinosaurs were sti
Would like to have one day
anything you want to do?
Like life?
If you were a flower would
you with bug spray to keep

I TRIED THIS ONE ON: ___

RATING:

Have ever hurt a friend?
Think you are a well organized person?
Spend less than $5 for Christmas presents?
Like to make your Christmas gifts?
Like to read the comics first thing in the Sunday paper?
Have ever signed a petition?
Are willing to admit when you are wrong?

Discussion: Can take place on any issue students wish to explore further.

Students may wish to write their own ideas on a slip of paper, put in a voting box to be used for the next session:

Examples of voting ideas contributed by students of a 6th grade class

Like to eat out?
Would rather stay home and watch TV than go to school?
If you had 3 wishes would wish for more wishes?
Would like to go back to the olden days (No cars, etc.) in order to help solve the energy crisis?
Like to snack on sweets after school?
Brush your teeth 2 or more times a day?
Would like to have Christmas everyday?
Want to be a special person?
Wish that dinosaurs were still alive?
Would like to have one day a month at school to do anything you want to do?
Like life?
If you were a flower would want the gardner to spray you with bug spray to keep the bugs off?

I TRIED THIS ONE ON: _____
(date)

RATING:

ACCENT ON L_ TENING:

THE ECHO GAME

Purpose: To learn that listening is an active task, not a passive one. To understand that communication is a two-way street.

How-To: This exercise can be carried out by a class in any seating arrangement, though it will provide a more valuable experience if the groups sit in inner and outer circles with half acting as participants, half as observers. It can be done with any age group and requires 15 to 20 minutes.

1. Start a discussion on a subject of special interest to the class. (Older children might enjoy discussing current events, spectator sports, dating, a new craze; while younger children might prefer a discussion on pets, hobbies, or outings.)
2. After the discussion is underway, interrupt the class and tell them that before anyone speaks, he must first repeat what the previous speaker has said, to that person's satisfaction. Tell the observers to count the number of participants who give accurate accounts of what the previous speakers have said and to notice if the participants are actually listening to each other.
3. When the discussion is over, participants and observers should exchange places and repeat the process.

Discussion: After the exercise, hold a brief discussion on how the echoing rule affected individuals. Many students will be amazed to discover what poor listeners they are-often because they are so absorbed in what they are going to say when the other person stops talking.

1. Was it difficult to listen to the other person when you agreed with him? When you disagreed with him?
2. Will being a better listener make you a better person? How?
3. Why is the skill of
4. How many jobs can yo good listening skill
5. How much of our norm "at" rather than "wi
6. Could you see the wo speaker-by hearing h

I TRIED THIS ONE ON:

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3. Why is the skill of listening important?
4. How many jobs can you think of that require good listening skills?
5. How much of our normal conversation is talking "at" rather than "with" one another?
6. Could you see the world through the eyes of the speaker-by hearing his words and his feelings?

I TRIED THIS ONE ON: _____
(date)

RATING:

L I F E L I N E

Purpose: To help students take a look at who they are and what roles are important to them and what are not as inportant as they thought.

How-To: On the form indicated (but larger!), students are to answer the question: WHO AM I? in terms of 10 roles or responsibilities they have, i.e. sister, student, worker, helpful, cheerful, etc. and then RATE them from 1 (the most important to them) to 10 (least important, one that could be done away with without changing their lives too much).

Discussion:

1) What things are really important to you?
2) What is your most important role or value?
3) Your least important? Why?
4) What would you like to increase or develop more?
5) What kinds of things not listed are a part of you?
   -feelings
   -behaviors
   -needs
   -roles

This activity will probably work best in the upper grades. It may not be as in-depth as an adult activity, but it will provide students with "food for thought."

I TRIED THIS ACTIVITY ON: _____
(date)

RATING:

Life Line Form

WHO A

List who you are in the 10
of feelings, needs, behavi

After you have listed 10 i
rate them from 1 (highest

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(date)

WHO AM I?

List who you are in the 10 spaces provided in terms of feelings, needs, behaviors, roles and responsibilities.

After you have listed 10 items describing the "real you," rate them from 1 (highest priority) to 10 (lowest).

LABELING ACTIVITY

Purpose: To explore the concepts of "labeling people."
To discuss the kinds of labels we give to people (student labels and teacher labels).
To discuss the effect a label has on a person's opinion of himself and his behavior.
To discuss ways a label can be advantageous or disadvantageous.
To discuss difficulty in changing a label and ways to do it.

Procedure: Make the following labels:

Praise me	Like me
Listen to me	Interrupt me
Ignore me	Ridicule me
Leave one label blank	

1. Divide class into three groups.
2. Put a label on each group member's forehead.
3. Give the group a topic to discuss for 10-15 minutes. The topic should be a fairly open one such as my favorite TV show or my favorite movie, etc.
4. Before the group begins its discussion, explain that each member must treat the rest of the group according to their labels. Each member should also attempt to determine what his own label is during the group's discussion.
5. After the time limit is up, ask each member of the group to guess what their label was (before they remove it from their forehead). Ask them to also describe their feelings about the way people treated them.

Follow-Up Questions:

1. What were their feelings about the way they had to treat others because of the label they wore?
2. What does this activity have to do with real life? (Group expectations--powerful force towards producing behavior. Self identity--the way I think others see me will influence my behavior.)
3. Do we ever give people labels in real life? When?
4. What are some of the la in the classroom?
5. Do teachers ever give s ones?
6. Do students ever give o labels? Which ones?
7. How would it affect a p "cheater"? "Friendly?"
8. How would it affect a p a label that wasn't acc he arrived at a new sch "unfriendly", but wasn' label determine or infl or opinion of himself?
9. Can a certain kind of l advantage? (grades, fr
10. Can a certain kind of l advantage? How?
11. What if you had a label Could you change it? W to do? Why? What does solving classroom probl
12. Is there any label that like to change?
13. Name three ways in whic change?

I TRIED THIS ONE ON:

RATING:

4. What are some of the labels we give to people in the classroom?
5. Do teachers ever give students labels? Which ones?
6. Do students ever give other students or teachers labels? Which ones?
7. How would it affect a person if he were labeled "cheater"? "Friendly?"
8. How would it affect a person if he were given a a label that wasn't accurate? For instance, if he arrived at a new school and had the label "unfriendly", but wasn't unfriendly, could a label determine or influence a person's behavior or opinion of himself?
9. Can a certain kind of label work to your advantage? (grades, friends)
10. Can a certain kind of label work to your disadvantage? How?
11. What if you had a label you had but didn't like? Could you change it? Would it be easy or hard to do? Why? What does this tell you about solving classroom problems?
12. Is there any label that you have that you would like to change?
13. Name three ways in which you could achieve this change?

I TRIED THIS ONE ON: _____
(date)

RATING:

FOLLOW UP ACTIVITY

LABELING

WRITTEN ACTIVITY: Answer the following open ended questions.

I think people see me_____

_____

I would like to be seen as_____

_____

Three things I can do so that people will see me this way are:

1._____
2._____
3._____

FOLLOW UP ACTIVITY

LABELING

List 10 negative labels of parents, teachers and students	List 10 positive labels of parents, teachers and students
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.